

Lesson 3: *Socio-Cultural Resistance of Mexico's Indigenous Peoples*

Estimated Timeframe: 1 Day (90-minute class session)

Brief Description of Lesson	<p>Students will investigate Indigenous peoples' socio-cultural resistance to Spanish hegemony through the lens of transculturation. Students will gain a working understanding of the concept of transculturation, develop that understanding through an analysis of primary source images, and apply their understanding through a group project connecting modern Mexican culture to Indigenous influences.</p>
Additional Supporting Questions	<ul style="list-style-type: none"> • How did Indigenous peoples in Mexico resist the socio-cultural hegemony of the Spanish? • What is transculturation and how is it a form of resistance?
TEKS & C3 Frameworks	<p>TEKS World History Studies:</p> <p>(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:</p> <p>(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.</p> <p>(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;</p> <p>(D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;</p> <p>(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and</p> <p>(F) construct a thesis on a social studies issue or event supported by evidence.</p>

	<p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(C) interpret and create written, oral, and visual presentations of social studies information.</p>
Learning Objectives	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Explain and summarize the concept of transculturation as a form of socio-cultural resistance. 2. Identify transculturation in the context of Indigenous peoples' resistance to Spanish hegemony. 3. Analyze primary source documents reflecting transculturation in this context. 4. Demonstrate their understanding of transculturation by looking at examples of transculturation in current Mexican culture.
Introduction: Focus relevant to students' lives (10 mins)	<p>Outside of class (flipping the classroom), students will watch a short YouTube video: <i>Pixar's Coco: The Traditions, Mythology & References You Should Know!</i> https://www.youtube.com/watch?v=nP1brWUDrD0&t=27s and read some of the comments (which raise some issues or concerns about the video).</p> <p>Students will be given the following questions with the assignment to answer in a short journal entry:</p> <ol style="list-style-type: none"> 1. According to the video, what are the origins of <i>Día de los Muertos</i>? 2. Identify three Indigenous aspects <i>and</i> three Catholic aspects of <i>Día del los Muertos</i>. 3. What is the significance of the Xolo dog in Mexican culture? <p>At the beginning of class, students will summarize their journal entry with another student (turn and share). Afterwards, volunteers will share out to the class.</p> <p>"I'm going to return to a question I asked you in our last class. (Show image of Mexico City Metropolitan Cathedral and Day of the Dead). If the Spanish conquered Mexico and established Catholicism you would expect to see Mexico City's Metropolitan Cathedral. But why is Day of the Dead celebrated?"</p>



“Turn and share and then we will share out as a class.”

Introduction: Access student’s prior learning/knowledge

“Last lesson we looked at Indigenous peoples’ resistance to Spanish hegemony and Catholic conversion. For example, we learned about physical resistance, as shown by the images of Indigenous peoples killing Spanish missionaries. And we learned of other forms of resistance, such as Aztecs continuing traditional burial rites after the Spanish had militarily conquered their capitol.”

Introduction: Preview of lesson/day’s agenda

“Today we are going to look at another form of Indigenous resistance: socio-cultural resistance. And we are going to look at it primarily through a lens of transculturation.”

“Transculturation is a very important term, and one not very well known, so we are going to start by reading about that.”

“Then we will look at some sources as a class which reflect Indigenous socio-cultural resistance and transculturation.”

“Lastly, we are going to work in groups to independently study examples of transculturation between Indigenous peoples and the Spanish that can still be seen in Mexico and Texas today. You will get to choose your own partners and topic for that project.”

Body: Detail of activities

1. Introduction to “transculturation.” The teacher will hand out a copy of the “A Process Called Transculturation” reading from John Charles Chasteen’s *Born in Blood & Fire: A Concise History of Latin America* (New York: W.W. Norton & Company, 2016), p. 68-70. (Please contact the [LLILAS Benson Public Engagement Coordinator](#) to obtain a scanned copy of this reading.) Students will be given five questions to consider as they read:
 - a. What is the author’s definition of “transculturation”?
 - b. What is the difference between transculturation and acculturation?
 - c. How is transculturation a form of resistance?
 - d. What examples of transculturation are provided in Cuban history?
 - e. What examples of transculturation are provided in Mexican history?
2. After students have completed reading, they will be roughly divided into five groups to talk together about one of the questions. After a short group discussion, groups will be called upon to provide an answer to the class.
3. Lecture and class discussion/interaction on socio-cultural resistance and transculturation.
 - a. Map of Guaxtepec, 1580
 - i. Students will be shown the image to the left on the class screen and/or individual computers.
 - ii. Teacher provides brief background on the 16th-century [Relaciones Geograficas](#) (Geographic Accounts)
 - iii. Teachers asks students series of questions related to image; students should approach class screen if necessary to point to specific elements they identify.
 1. Ask students to identify Catholic/Spanish influences
 2. Ask students to identify Indigenous influences
 - a. Huaje tree below convent
 - b. Springs and river symbolism
 - c. Nahuatl place names (e.g., tianguis (open air market) at bottom left)
 3. Ask students to recall what they learned about Indigenous beliefs and rituals in Mexico: What Indigenous belief or ritual influences do you see here?
 4. Anything else that stands out to you? Why?





b. Our Lady of Guadalupe image

- i. Students will be shown the image below on the class screen and/or individual computers.
- ii. Teacher asks students if they recognize anything in this image; provided opportunity to explain image.
- iii. Teacher provides brief background on [Our Lady of Guadalupe](#).
- iv. Ask students series of questions related to image; students should approach class screen if necessary to point to specific elements they identify.
 1. Who is the person on bottom left? How is he portrayed?
 2. Who is the person on the top right? How is she portrayed?
 3. Anything else that stands out to you? Why?
 4. How is this an example of transculturation?



c. Our Lady of Remedy engraving

- i. Students will be shown the image below on the class screen and/or individual computers.
- ii. Teacher provides brief background on origins of [Our Lady of Remedy and the importance of the maguey plant](#).
- iii. Students are asked how this compares to Our Lady of Guadalupe and any thoughts on why they are so similar.
- iv. Students are asked to point out anything that stands out to them in the image.

*La prodigiosa Imagen de nra. Sra. de los REMEDIOS
se apareció á D. Juan de Aguilá Indio Cazique, año de 1590.
en el Cerro de Ottoncapulco; y después de algunas ocasio-
nes que la vió en el ayralá halló debaxo de un Maguey.
Se grabó á requesta de un devoto de la Sma. Señora.*



- d. Our Lady of Guadalupe image during the Mexican independence movement
 - i. Students will be shown the image below on the class screen and/or individual computers.
 - ii. Teacher provides brief background on the significance of [Our Lady of Guadalupe in the Mexican independence movement](#).
 - iii. Students are asked to analyze the image and answer:
 - 1. How does this image reflect transculturation of Spanish and indigenous culture?
 - 2. Why was this symbol used in the Mexican independence movement?
 - iv. Students turn and talk to neighbor; students asked to volunteer thoughts to class.



- e. Mexican Flag emblem
 - i. Students will be shown the image below on the class screen and/or individual computers.
 - ii. Students are asked if they recognize this image and where it appears (Mexican Flag).
 - iii. Students are asked to analyze the image and answer:
 - 1. How does this image reflect transculturation of Spanish and Indigenous culture?
 - 2. What specific aspects of the image reflect transculturation?
 - 3. Why is this image used on the Mexican flag today?
 - iv. Students turn and talk to neighbor; students asked to volunteer thoughts to class.

	<ol style="list-style-type: none"> 4. Group project to explore transculturation as exhibited in Mexican culture today. <ol style="list-style-type: none"> a. Students will choose an example of Mexican culture today that is connected to Indigenous peoples and demonstrates the concept of transculturation. b. Students may choose their own groups (2-4 students) and own topics. c. Groups should conduct online research on the topic and find images in support. d. Groups will produce 2-3 Google Slides to present to the class that explain an element of Mexican culture today, its connection to Indigenous peoples, and how it demonstrates transculturation. e. Students will post slides to a shared Google Slides presentation upon completion. f. Students will go through the Google Slides presentation as a class, with each group presenting a summary of their findings. <p>Grading Rubric:</p> <ol style="list-style-type: none"> 1. Choose an example of Mexican culture today that is connected to Indigenous peoples and demonstrates transculturation. 2. Conduct online research on the topic, including its connection to Indigenous peoples. 3. Describe the connection of the cultural example to Indigenous peoples and explain how it demonstrates transculturation. 4. Provide at least three images that reflect the example of transculturation. <p>Potential Topics: Language, Food, Clothing, Music, Art, Elements of <i>Día de los Muertos</i>, Matachines, Calaveras, Curanderos, or choose your own!</p>
Conclusion	<p>“Today we learned about Indigenous socio-cultural resistance in Mexico and we examined the intersection of cultures and the concept of transculturation. However, these concepts aren’t unique to Mexico or to the Spanish and Indigenous peoples. Intersection of cultures and transculturation has happened all over the world throughout history and is still occurring today. Before the next class, I want you to think of one example of American or Texas culture today that is the result of transculturation and post one example to the class message board.”</p>
Assessment	<p>Individual students will be assessed for their participation and contribution within group work and in overall class discussion. Individual students will also be assessed based upon their journal entries and post-class message board post. Groups will be assessed for their interpretation and analysis in what is shared with the entire class and in the final presentation regarding transculturation.</p>

Lesson 3

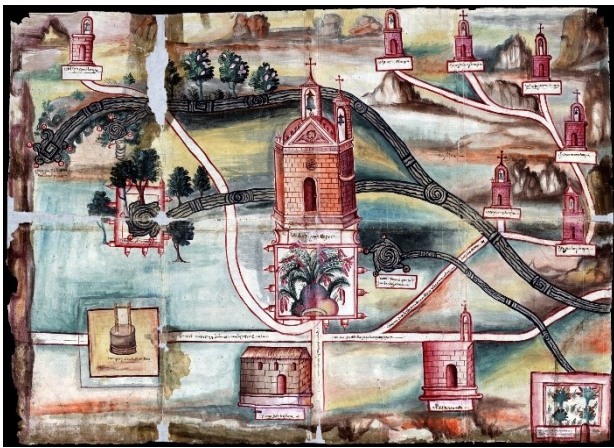
Supporting Question

- How did Indigenous peoples in Mexico resist the socio-cultural hegemony of the Spanish?

Formative Task

- Students will apply their understanding of the concept of transculturation through a group project investigating aspects of modern Mexican culture that were influenced by Indigenous culture.

Featured Sources:



Painting of Guaxtepec, Unidentified Indigenous artist, 1580. Joaquín García Icazbalceta Manuscript Collection, Benson Latin American Collection, The University of Texas at Austin.



Apparition of the Virgin of Guadalupe to Juan Diego, unidentified artist, undated.



The prodigious image of Our Lady of Remedies, who appeared to Don Juan de Aguila, Indigenous chief, in 1540 at the Hill of Othoncapulco: and after a few occasions that he saw her in the air, he found her beneath a maguey plant, unidentified engraver, 18th century. Our Lady of Remedies was among the first virginal cults in New Spain. In 1574, Mexico City made the virgin its patron saint. Imprints and Images in the Genaro García Collection, Benson Latin American Collection, The University of Texas at Austin.



The cry of freedom, or, long live Independence!, José Guadalupe Posada, 1900. Rare Book Collection, Benson Latin American Collection, The University of Texas at Austin.



The Princess Ray of Glory, or, the foundation of Mexico, José Guadalupe Posada, 1900. Tenochtitlan was named after its founder Tenoch (1325-1363). Rare Book Collection, Benson Latin American Collection, The University of Texas at Austin.



Mexico City's Metropolitan Cathedral, Ezequiel Octaviano, 2020. Pixabay.



Day of the Dead Parade in Mexico City, poloide93 (Wiki Username), 2018. Wikimedia Commons.